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ABSTRACT

This teacher's guide accompanies ten mini-manuals which provide business and office students with instruction in the following areas: word division; subject and verb agreement; plurals and possessives; commas, dashes, and parentheses; periods, questions, exclamations, and semicolons; capitalization; numbers; spelling; other punctuation; and proofreading. The guide includes a brief overview of the contents of each mini-manual, instructions for their use as supplementary, remedial, or enrichment tools, and answers to the tests found in each of the ten manuals. (BM)

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TEACHER GUIDE AND TEST ANSWERS
To Ten Office Education Mini-Manuals on Office Communication Proofreading

Developed by the Vocational-Technical Education Office
of the New Mexico State Department of Education

written by

BRUCE HAWKINSON

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TEACHER GUIDE and TEST ANSWERS to 10 Office Education MINI-MANUALS

OEM1 – Give a Word a Break (WORD DIVISION)
OEM2 – Let's Get Together (SUBJECT-VERB AGREEMENT)
OEM3 – S with or without a Squiggle (PLURALS AND POSSESSIVES)
OEM4 – Short Stops (COMMAS, DASHES, AND PARENTHESES)
OEM5 – Dead Ends (PERIODS, QUESTIONS, EXCLAMATIONS, AND SEMICOLONS)
OEM6 – Draw Me Big (CAPITALIZATION)
OEM7 – One, 2, Three (NUMBERS)
OEM8 – Dispel Misspelling (SPELLING)
OEM9 – Punctuation Potpourri (OTHER PUNCTUATION MARKS)
OEM10 – What's Wrong? (PROOFREADING AND CATCHING ERRORS)

New Mexico State Department of Education

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THE CONTENTS OF EACH OF THE MINI-MANUALS

OEM1 – GIVE A WORD A BREAK *(Word Division)*

1. If you can avoid it, don't do it
2. Definitions
3. Some words aren't supposed to be split, no matter what
4. Split only between syllables
5. Splitting hyphenated words
6. Splitting compound words
7. Splitting between doubled consonants
8. Splitting before certain suffices
9. Splitting after one one-letter syllable in a root
10. Splitting between two one-letter syllables, or vowels with different sounds
11. Hyphens in a row, last words of paragraphs and pages
12. Where to get help

OEM2 – LET'S GET TOGETHER *(Subject-Verb Agreement)*

1. A verb must agree with its subject
2. Definitions
3. Singular and plural subjects
4. Compound subjects
5. Collective nouns
6. Fractional expressions
7. Indefinite pronouns
8. Location in sentence
9. Special cases
10. Tricky problems

OEM3 – S WITH OR WITHOUT A SQUIGGLE *(Plurals and Possessives)*

1. General rule for plurals and possessives
2. Definitions
3. Forming plural of most singular nouns
4. When to add "es"
5. Changing "y" to "i" and adding "es"
6. Proper nouns ending in "y"
7. Adding letters other than "s"
8. Pluralizing letters, symbols, numerals
9. Pluralizing by internal letter change
10. Pluralizing compound nouns
11. Possessive of singular nouns
12. Possessive of singular nouns ending in "s"
13. Possessive of regular plural nouns
14. Possessive of irregular plural nouns
15. Possessive of compound nouns
16. Possessive with gerunds
17. Possessive form of pronouns ("its" vs. "it's")

OEM4 – SHORT STOPS *(Commas, Dashes, and Parentheses)*

1. Reason for commas, dashes, and parentheses
2. Definitions
3. Independent clauses with coordinating conjunction
4. Series
5. Two or more adjectives modifying same noun
6. Addresses, dates, and measurements
7. Introductory elements
8. Appositives
9. Essential and non-essential clauses
10. Interrupters
11. Direct address
12. Interrupters in direct quotations
13. Omitted verbs
14. Clarity
15. Dashes with listings
16. General comma rule

OEM5 – DEAD ENDS *(Periods, Questions, Exclamations, and Semicolons)*

1. At the end of sentences
2. At the end of statements of fact
3. At the end of a command
4. Indirect questions
5. Separation of whole number from decimal fraction
6. Abbreviations
7. Periods with quotation marks
8. At the end of direct questions
9. Question marks with quotation marks
10. Question marks in parentheses
11. Exclamation point uses
12. Semicolon to separate independent clauses
13. Semicolon as super-comma

OEM6 – DRAW ME BIG *(Capitalization)*

1. Original purpose of capitalization
2. People's names
3. Place names
4. Other proper nouns
5. Capitalizing directions
6. Names of deities
7. Family relationship
8. Acronyms
9. First word of sentence
10. Capitalization in titles
11. Capitalization after colon
12. Capitalization in outlines
13. Special capitalization rules

OEM7 – ONE, 2, THREE *(Numbers)*

1. When to make numerals
2. The "Figure style"
3. The "Word style"
4. At beginning of sentence
5. Two numbers together
6. Numbers in sequence or series
7. Numbers referring to ages
8. Numerical parts of addresses
9. Indefinite numbers
10. Ordinals
11. Dates in sentences
12. Time
13. Money
14. Other forms for numerals
15. Measurements and quantities
16. Roman numerals

OEM8 – DISPEL MISSPELLING *(Spelling)*

1. Basic rule
2. Use of the dictionary
3. Word list
4. Pronunciation
5. The "I-E" rule
6. The "Final Y" rule
7. The "Silent E" rule
8. The "Double Consonant" rule
9. Common misspellings

OEM9 – PUNCTUATION POTPOURRI *(Other Punctuation)*

1. Punctuation marks are like traffic signs
2. Apostrophes for missing letters or numbers
3. Apostrophes to make plurals
4. Feet, minutes, inches, seconds
5. Quotations within quotations
6. Uses of italics
7. Hyphens in compound adjectives
8. Other hyphen uses
9. Brackets
10. Ellipsis dots
11. Leader dots
12. Bullets
13. Superscripts and subscripts

OEM10 – WHAT'S WRONG? *(Catching Errors)*

1. How to proofread
2. Basic proofreading marks
3. Keeping the draft clean
4. Letter forms
5. Standard typing formats
6. Footnote style
7. Outline forms

HOW THE MINI-MANUALS CAME INTO BEING

In 1975, New Mexico Business and Office Education Advisory Committee conducted a survey of businesses to see what were the biggest problems with their secretarial help. In the same year, Linda Gammill conducted an independent study of the same question concerning office education cooperative students. The results of both surveys showed that the worst failing of secretarial-clerical employees lay in their inability to "proofread" accurately or effectively the letters they had transcribed from personal or machine dictation, or even had copied. The basic problem seemed to be that these ex-students – now employees receiving pay for their work – were really deficient in the fundamentals of spelling, punctuation, grammar, and just plain good sense about the use of the English language.

In the fall of 1974, Jeanne Hightower, New Mexico State Supervisor for Office Education, and George Amsbary, Director of Curriculum Development, decided to publish as supplementary, remedial, or enrichment materials a number of small manuals on very specific aspects of the "proofreading" problem. A meeting with the office education Curriculum Advisory Education Advisory Committee produced ten areas, and some of the titles of each booklet. With the help of the author, the ten "Mini-Manuals" were then produced.

THE USES OF THESE MINI-MANUALS

I. **You can use them as supplementary materials.**

Since each Mini-Manual goes into a lot more detail about each proofreading problem than most texts or curriculum guides, you can use them as sets for additional study by students as you reach different stages in your instruction. Or you may use one or more particular Mini-Manuals that relate to particular proofreading problems that your class appears to need more help in. For example, if your class as a whole appears to have consistent problems in the use of apostrophes as related to possessives and plurals (the "It's" or "Its" problem), Mini-Manual OEM3 – *S with or without a Squiggle* – could serve as your temporary supplementary text for awhile.

II. **You can use them as remedial tools for individual students.**

As you are well aware, each student in your class is different, and you want to individualize your instruction as much as you can. Some will have problems with spelling; some, with capitalization; some, with subject-verb agreement; some, with the uses of various kinds of punctuation marks; and so on. Each Mini-Manual is carefully contrived to get at relatively discrete concepts relating to spelling, grammar, capitalization, punctuation, word division, and proofreading techniques – conceptual units that, upon analysis, relate directly to the problems in office proofreading that have been encountered in the world of work. As you refine your diagnosis of each student's problem in the proofreading area, you will be able to use one or more of these Mini-Manuals in differing combinations for each student – thus remedying, or at least mitigating, the problem(s) of each student in the process of his training.

III. **You can use them as enrichment tools for certain students.**

Some of your brighter students, or students who had a better grounding than others in the vagaries of the English language before they came to your class, will find each of these Mini-Manuals interesting and challenging as extra stimulus during their extra time. It is even possible, once your faster students have mastered the concepts presented in the Mini-Manuals, that they could act as aides to you, and be assigned as peer "teachers" in these areas to their fellow students – thus giving them an opportunity for extra credit, and giving you an opportunity to individualize your instruction even more.

All three of these uses are expressed with reference particularly to office education classes. But there is nothing in these Mini-Manuals that is not just as appropriate to English classes on the junior high or secondary level.

The principal objective of the Mini-Manuals is to help students use the English language better than they now do.

THE ORGANIZATIONAL FORMAT OF THESE MINI-MANUALS

For those familiar with the organizational format of curriculum guides and manuals put out by the New Mexico State Department of Education, the Oklahoma Curriculum and Instructional Materials Center, and the Mid-America Vocational Curriculum Consortium (MAVCC), the organization of each of the Mini-Manuals will be no surprise. Each Mini-Manual begins by stating a "Terminal Objective" for the manual (each manual is equivalent to about a "Unit" in a full-fledged curriculum guide), followed by Specific Objectives that the student must achieve to fulfill the Terminal Objective. The only difference is that, for the purposes of making the Mini-Manuals more informal than regular curriculum guides, "The Point of This Booklet" is used instead of the title, "Terminal Objective," and "Specifically, What you Have to be Able to Do," is used instead of the title, "Specific Objectives."

The Objectives are followed by the equivalent of Information Sheets, but, again, for the sake of informality, "1st THING TO KNOW ABOUT (whatever the subject)," "2nd THING TO KNOW ABOUT . . .," "3rd THING TO KNOW ABOUT . . .," and so on, are used instead of Roman numerals and a topic outline.

The INFO pages are followed by TASKS FOR PRACTICE (equivalent to Assignment Sheets or Job Sheets in the full-fledged, more formal, curriculum guides). And the TASKS are followed by the TEST.

The ANSWERS TO THE TEST for each Mini-Manual are in this Teacher's Guide, immediately following.

ANSWERS TO THE TEST:

FOR OBJECTIVE 1: If you can avoid it, don't do it (or similar wording if okayed by the instructor).

FOR OBJECTIVE 2:

a.	(2)	d.	(6)
b.	(3)	e.	(4)
c.	(5)	f.	(1)

FOR OBJECTIVE 3: The following should be circled: reached, alert, crowned, bounced, bought

FOR OBJECTIVE 4:

a.	False	c.	True
b.	False	d.	True

FOR OBJECTIVE 5:

a.	B, D	c.	B
b.	B	d.	A, B, C

FOR OBJECTIVE 6: The following should be circled: business-woman, letter-head, rain-maker.

FOR OBJECTIVE 7:

a.	B	f.	A	k.	A
b.	B	g.	A	l.	B
c.	B	h.	B	m.	A
d.	B	i.	B	n.	A
e.	A	j.	A		

FOR OBJECTIVE 8: (Any ten of the following)

-cial	-sion	-able
-tial	-sive	-ikle
-tion	-tive	-ical
-cion	-ably	

FOR OBJECTIVE 9: The following should be circled: sepa-rate, mori-bund, disa-bility, gaso-line, dis-agreeable.

FOR OBJECTIVE 10: The following should be circled: gradu-ation, lia-ison, nu-ance, ambi-ence, disco-ordinated.

FOR OBJECTIVE 11: (Similar wording okay for each if instructor approves)

a. Don't split the last words of three lines in a row.
b. Don't split the last word of a paragraph.
c. Never split the last word on a page.

FOR OBJECTIVE 12: A dictionary; word-division books

FOR OBJECTIVE 13: Instructor will evaluate student performance on TASK 3.

ANSWERS TO THE TEST:

FOR OBJECTIVE 1: A verb must agree with its subject (or similar wording if okayed by instructor).

FOR OBJECTIVE 2:

a.	(7)	d.	(1)	g.	(3)
b.	(8)	e.	(5)	h.	(6)
c.	(2)	f.	(4)		

FOR OBJECTIVE 3: The following should be circled: It don't, Women runs, Man don't care.

FOR OBJECTIVE 4: The following words should be crossed out:
1. are 2. is 3. was 4. enjoys 5. Do 6. Does

FOR OBJECTIVE 5: The following words should be crossed out:
1. have 2. applaud 3. have 4. uses, stays.

FOR OBJECTIVE 6: The following words should be crossed out:
1. was 2. were 3. were

FOR OBJECTIVE 7: The following words should be crossed out:
1. get, their, lose 2. are, is, is 3. was, was 4. are 5. has

FOR OBJECTIVE 8: The first word(s) should be crossed out; the italicized word(s) should be underlined.
1. stand, *Carl* 2. count, divide, count, *Carl, he* 3. is, *people*

FOR OBJECTIVE 9: The following words should be crossed out:
1. are 2. were 3. keep 4. goes 5. was 6. were 7. is

FOR OBJECTIVE 10: The following words should be crossed out:
1. are 2. have 3. are 4. are

ANSWERS TO THE TEST:

FOR OBJECTIVE 1:

a.	PL	e.	PL	i.	blank
b.	blank	f.	POS	j.	PL
c.	POS	g.	PL	k.	POS
d.	blank	h.	POS	l.	PL

FOR OBJECTIVE 2: a. (6) b. (1) c. (3) d. (5) e (2) f. (4)

FOR OBJECTIVE 3: With the addition of an "s." (Or similar wording if instructor okays it.)

FOR OBJECTIVE 4: (Any seven of the following:)
fuzzes, couches, wishes, tresses, shampoos, heroes, indexes (or indices), boxes

FOR OBJECTIVE 5: (Any seven of the following:)
plies, flatteries, donkeys, clays, fairies, plays, whiskeys, whiskies

FOR OBJECTIVE 6: Schenectadys, Italys, Mandalays, Hemingways, Jerrys

FOR OBJECTIVE 7: The following should be checked: oxen, brothers, curriculums, curricula, children.

FOR OBJECTIVE 8: The following should be checked: s's, r's, 8's, 1970's

FOR OBJECTIVE 9: The following should be checked: b, c, e

FOR OBJECTIVE 10: The following should be checked: a, c, e, g

FOR OBJECTIVE 11: coach's, McKuen's, company's, Jerry's

FOR OBJECTIVE 12: The following words should be crossed out: James's, Jame'ss, Horses, cows', Harrises'

FOR OBJECTIVE 13: The following words should be crossed out: ladies, lasse's, girls, general's babies, poodle's.

FOR OBJECTIVE 14: The following words should be circled: womens', oxen's, children's.

FOR OBJECTIVE 15: The following should be checked: a, c, d, f.

FOR OBJECTIVE 16: The following should be checked: a, c, d.

FOR OBJECTIVE 17: The following should be checked: d, e.

ANSWERS TO THE TEST:

FOR OBJECTIVE 1: The following should be checked: a, b, d, e, f.

FOR OBJECTIVE 2: a. (2) b. (3) c. (7) d. (1) e. (4) f. (6) g. (5)

FOR OBJECTIVE 3: Sentences should contain X's or circles where indicated:

a. . . . drawers for . . .
b. . . . company, but . . .
c. . . . boldness or . . .
d. . . . car, it
e. . . . Verne and . . .
f. . . . pay but . . .
g. . . . tried but . . .
h. . . . one, and . . .

FOR OBJECTIVE 4: Commas should appear after the following words:
a. strong, muddy b. talented, witty c. (no commas) d. tennis, horses, races e. sunny, warm f. prairies

FOR OBJECTIVE 5: Commas should appear after the following words:
a. low-down, sneaky b. long, sleek c. (no commas)
d. (no commas)

FOR OBJECTIVE 6: The following should be checked: b, d.

FOR OBJECTIVE 7: The following should be checked: a, c, d

FOR OBJECTIVE 8: Commas should appear after the following words:
a. Joe, committee b. (no commas) c. Steve, troublemaker
d. members, are e. (no commas) f. (no commas) g. Steve, guy
h. motion, one

FOR OBJECTIVE 9: The following should be checked: b, d, f, g.

FOR OBJECTIVE 10: a. D b. C c. P, D d. P, D e. C, P, D f. D

FOR OBJECTIVE 11: The following should be checked: b, c, e

FOR OBJECTIVE 12: The following should be checked: a, d

FOR OBJECTIVE 13: The following should be checked: b

FOR OBJECTIVE 14: Commas should appear after the following words:
a. was b. her c. taller d. hat e. him f. (no commas)

FOR OBJECTIVE 15: The following should be checked: a

FOR OBJECTIVE 16: When in doubt, leave it out (or similar wording, if instructor okays it).

DEAD ENDS

The Office Education Mini Curriculum Manual on
PERIODS, QUESTIONS, EXCLAMATIONS, AND SEMICOLONS *(OEM5)*

ANSWERS TO THE TEST:

FOR OBJECTIVE 1:
a. (2)
b. (1)
c. (3)

FOR OBJECTIVE 2: The following should be checked: b, c, d, g.

FOR OBJECTIVE 3:
a. command/you/name
b. Answer the question./Billy, answer the question.
(Or any examples, if the instructor okays them.)

FOR OBJECTIVE 4:
a. ?
b. ;
c. .
d. ?
e. .
f. .
g. ?

FOR OBJECTIVE 5:
a. 1.2
b. $6.50
c. 3.72%
d. 1.5

FOR OBJECTIVE 6: Periods should follow the following terms: Ph., D., Wash., D., C., St., Wisc., Sept.

FOR OBJECTIVE 7: The following should be checked: c, e.

FOR OBJECTIVE 8:
a. ?
b. ?
c. ?
d. ?
e. ?
f. ?
g. .
h. ???
i. ?

FOR OBJECTIVE 9: The following should be checked: c, e.

FOR OBJECTIVE 10: That the term before it (usually a date) may or may not be accurate (or similar wording, if instructor okays it).

FOR OBJECTIVE 11:
a. True
b. False
c. False
d. False
e. True

FOR OBJECTIVE 12: The following should be checked: a, b, c, e, h

FOR OBJECTIVE 13:
a. False
b. True
c. True
d. False

ANSWERS TO THE TEST:

FOR OBJECTIVE 1: To emphasize a word (or similar wording if instructor okays it).

FOR OBJECTIVE 2:
a. Because proper nouns, such as the names of people, are supposed to be capitalized (or similar wording, if instructor okays it).
b. Are in front of/are behind (or similar wording, if instructor okays it).

FOR OBJECTIVE 3: The following words should be circled: plaster or paris, moon, manila envelope.

FOR OBJECTIVE 4: The following words should be circled: Oldsmobile, Coke, Oriental, Nipponese, Sundays, Buddha, Olds, Machine Age, Pan Am Airlines, Christmas.

FOR OBJECTIVE 5: The following should be checked: a, e.

FOR OBJECTIVE 6: The following should be checked: a, b, c.

FOR OBJECTIVE 7: The first letter of the following words should be circled: Uncle, Mom, Aunt, Dad's.

FOR OBJECTIVE 8: True

FOR OBJECTIVE 9: The following should be circled:
. . . Della, "my; . . . . . went; They . . .
. . . store (The . . . . . Della. "making . . .

FOR OBJECTIVE 10: Circles should appear as follows:

House At Pooh Corner	Troilus And Cressida: A Love Story
As I Lay Dying	The Red And The Black
Around The World In Eighty Days	Objective – To Murder

FOR OBJECTIVE 11: Circles should appear as follows:
Here is the problem: apathy.
We sent this announcement: everyone worried about apathy should meet in the mall at noon today.
No one came; no one cared.
So we went out for lunch at a place where the menu reads as follows: Hamburgers, cheeseburger, Filet mignon, chop suey.

FOR OBJECTIVE 12: False

FOR OBJECTIVE 13: True

ANSWERS TO THE TEST:

FOR OBJECTIVE 1: a. (2) b. (1) c. (2) d. (2) e. (1) f. (2)

FOR OBJECTIVE 2: a. False b. False c. True d. True

FOR OBJECTIVE 3: a. True b. True

FOR OBJECTIVE 4: b.

FOR OBJECTIVE 5: a, b, c

FOR OBJECTIVE 6: b, d, e

FOR OBJECTIVE 7: b, c, d

FOR OBJECTIVE 8: b, c, d

FOR OBJECTIVE 9: hundreds, thousands (or other as approved by instructor) written out.

FOR OBJECTIVE 10: a. True b. True

FOR OBJECTIVE 11: a, c, d

FOR OBJECTIVE 12: b, e

FOR OBJECTIVE 13: c, d, e

FOR OBJECTIVE 14: a. True b. True c. False d. True

FOR OBJECTIVE 15: a. True b. False

FOR OBJECTIVE 16: Any Three of the following:
Volume headings of a book
Chapter headings of a book
Section headings of a book
Main Topics in outlines
Dates on public buildings
Copyright notices in movies
Numbering pages in introductory material in a book (lower case)

ANSWERS TO THE TEST:

FOR OBJECTIVE 1: The following should be checked: "Avoid using words which you find difficult."

FOR OBJECTIVE 2:
a. False
b. False
c. False

FOR OBJECTIVE 3:
a. True
b. True
c. False

FOR OBJECTIVE 4: c, d, f, g, h, i, k.

FOR OBJECTIVE 5: a. ie b. ei c. ei d. ei e. ei f. ei g. ei h. ei
i. ei j. ei k. ie l. ie

FOR OBJECTIVE 6:

a.	pitied	e.	obeyed	i.	daily
b.	delayed	f.	families	j.	copies
c.	libraries	g.	merciful		
d.	loveliness	h.	tries		

FOR OBJECTIVE 7:

a.	advantageous	g.	forceful
b.	peaceable	h.	dyeing
c.	noticing	i.	acknowledgment
d.	wasteful	j.	desirable
e.	writing	k.	noticeable
f.	truly	l.	judgment

FOR OBJECTIVE 8:

a.	quizzes	f.	equalled	k.	quarrelling
b.	omitted	g.	saying	l.	ripping
c.	stopping	h.	sadly	m.	quitting
d.	occurrence	i.	reference	n.	excellent
e.	equipment	j.	baggage	o.	benefitting

FOR OBJECTIVE 9: Check the following: b, e, h, l, o, r. The following are the correct spellings:
s. hear/they're 5. all ready/their/effect u. accept/advice
v. adapt

ANSWERS TO THE TEST:

FOR OBJECTIVE 1: c

FOR OBJECTIVE 2: The following should be checked: I'm a roper, can't, Back in '68, he'll.

FOR OBJECTIVE 3: Apostrophes should be added in the following words as indicated:
a. 4's b. I's c. don't's, do's.

FOR OBJECTIVE 4: a. False b. True c. True

FOR OBJECTIVE 5: Apostrophe

FOR OBJECTIVE 6: The following should be underscored: *Tender is the Night, Mona Lisa, Post hoc, ergo propter hoc, g's, q's, wench*

FOR OBJECTIVE 7: Hyphens should be inserted between the following words as indicated: worn-out.

FOR OBJECTIVE 8: Hyphens should be inserted in or between the following words as indicated: quasi-independent, ex-editor, twenty-two, re-form.

FOR OBJECTIVE 9: The following should be checked: a, c, d

FOR OBJECTIVE 10: Three periods with a space between each/words in a quotation have been left out. (or similar wording for each if the instructor okays it.)

FOR OBJECTIVE 11:
Chapter 1 5
Chapter 2 15
Chapter 3 27

FOR OBJECTIVE 12: The letter must be approved by:
- The company president
- The vice-president of sales
- The board of directors

FOR OBJECTIVE 13: $10^{12}/H_2O$ (or any proper usage, if instructor okays it.)

OE 008 8 8

WHAT'S WRONG

The Office Education Mini Curriculum Manual on
CATCHING ERRORS *(OEM10)*

ANSWERS TO THE TEST:

FOR OBJECTIVE 1:
a. False
b. True
c. False

FOR OBJECTIVE 2:
⊏ = move to left
⊐ = move to right
ℰ = take it out
⊂ = close up space
= add space
¶ = new paragraph
∾ = transpose
⊙ = insert period
cap or ≡ = use capitals
lc or / = use lower case

FOR OBJECTIVE 3: The following should be checked: typewriters, copying machines, carbon paper, hands, coffee cups, floors

FOR OBJECTIVE 4: message/audience

FOR OBJECTIVE 5:
a. False
b. False
c. False
d. True

FOR OBJECTIVE 6: The following should be checked: a, c, d

FOR OBJECTIVE 7: Subject outline/sentence outline